

GRADE 6

DENTAL HEALTH

DENTAL HEALTH

GRADE: 6

LESSON: 1

THEME: STRUCTURE AND FUNCTION

CONCEPT: THE STRUCTURE OF A TOOTH IS RELATED TO ITS FUNCTION

- PREPARATION:
1. Prepare an overhead transparency of Parts of a Tooth (Activity Sheet D40)
 2. Prepare a class set of Parts of a Tooth (Activity Sheet D41)
 3. Prepare a class set of Tooth Parts (Activity Sheet D42)
 4. Enough hand mirrors for one between two students
 5. Prepare a class set of The Tooth Groups (Activity Sheet D43)
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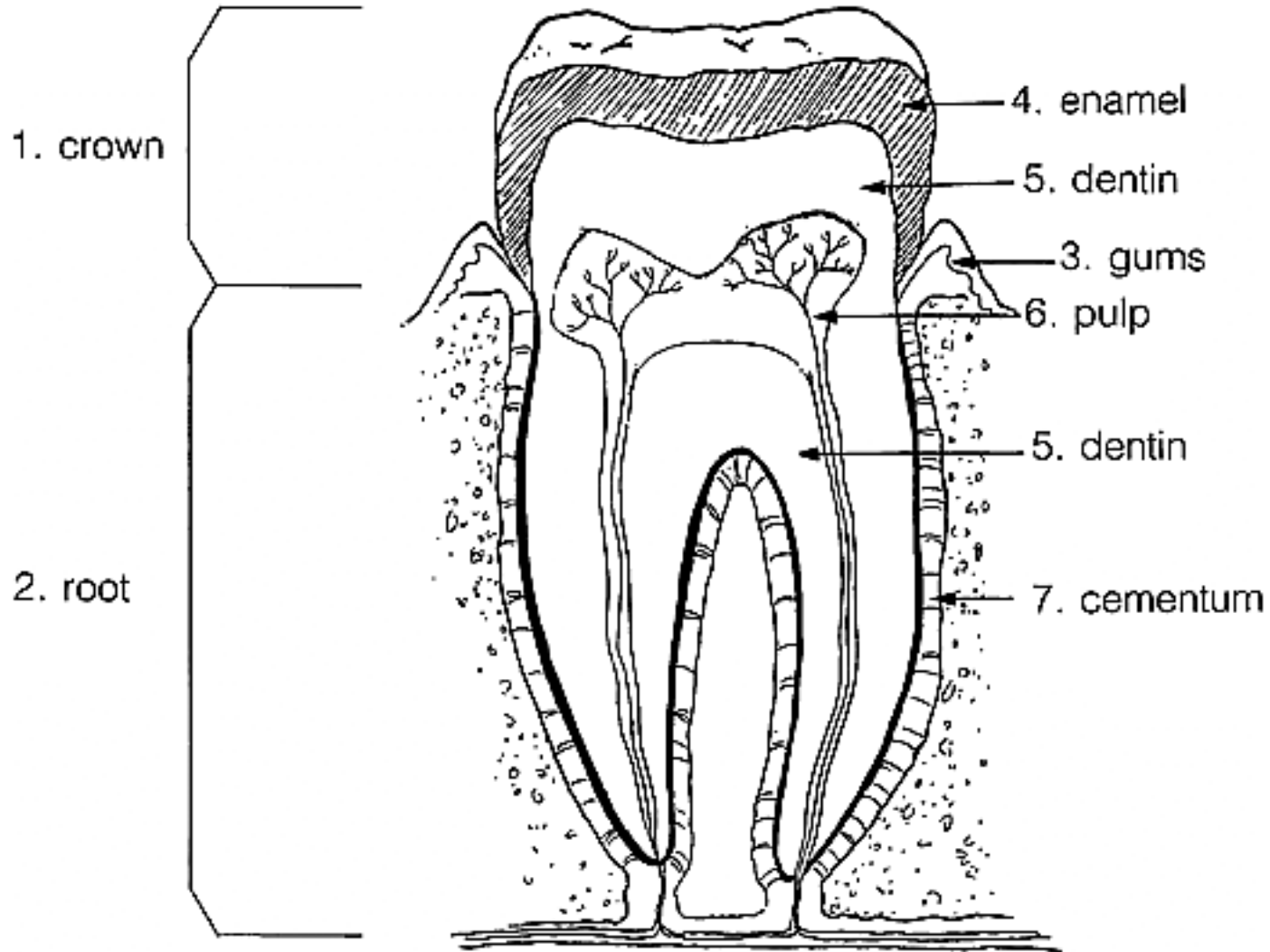
VOCABULARY: dentin, pulp, cementum, enamel, calcified, incisor, cuspid, premolar, molar, function, location

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES		
Students will be able to: i) identify the structure and functions of a tooth	Students: 1. Name the parts of a tooth and their functions.	Background Information Page - D56 to D58, D62 Refer to Activity Sheet D40. Using the overhead transparency name and locate the parts of a tooth. Use an experience chart as follows:		
		part	brief description	function
		1 . crown	- the part of the tooth you can see above the gums	- appearance - maintains proper tooth spacing - biting, chewing food

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES			
ii) identify the four tooth groups and their functions		2. root	- the part of the tooth anchored in the jaw bone	- carries the nerves - anchors the tooth	
		3. gums	- soft tissue	- support the base of the tooth - nourish the tooth	
		4. enamel	- the glossy outer surface of the tooth - hardest substance in the body	- covers and protects dentin	
		5. dentin	- hard calcified tissue	- makes up the body of the tooth - surrounds pulp	
		6. pulp	- soft tissue in the centre of the tooth	- contains blood vessels and nerves	
		7. cementum	- layer of calcified tissue	- covers and protects the roots	
		Refer to Activity Sheet D41.			2. Complete Parts of a Tooth worksheet.
		Refer to Activity Sheet D42.			3. Complete Tooth Parts worksheet.
		This is a review of Grade 4, Lesson 1. Have students work in pairs to observe their teeth in a hand mirror. Review tooth group names and functions by developing the following chart as students locate the tooth groups in their own mouths.			4. Name the four tooth groups and their functions.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES								
	<p>5. Complete The Tooth Groups worksheet.</p>	<table border="1"> <thead> <tr> <th data-bbox="1180 302 1457 370">Tooth Group</th> <th data-bbox="1457 302 1738 370">Function</th> <th data-bbox="1738 302 2020 370">Location</th> </tr> </thead> <tbody> <tr> <td data-bbox="1180 370 1457 587">incisors cuspids premolar* molar</td> <td data-bbox="1457 370 1738 587">cut tear, grasp crush, grind crush, grind</td> <td data-bbox="1738 370 2020 587">front side back back</td> </tr> </tbody> </table>	Tooth Group	Function	Location	incisors cuspids premolar* molar	cut tear, grasp crush, grind crush, grind	front side back back		
Tooth Group	Function	Location								
incisors cuspids premolar* molar	cut tear, grasp crush, grind crush, grind	front side back back								
		<p>* This term is interchangeable with "bicuspid".</p> <p>Refer to Activity Sheet D43.</p> <p>Have students use the hand mirrors to complete Activity Sheet D43 with their partners.</p>								

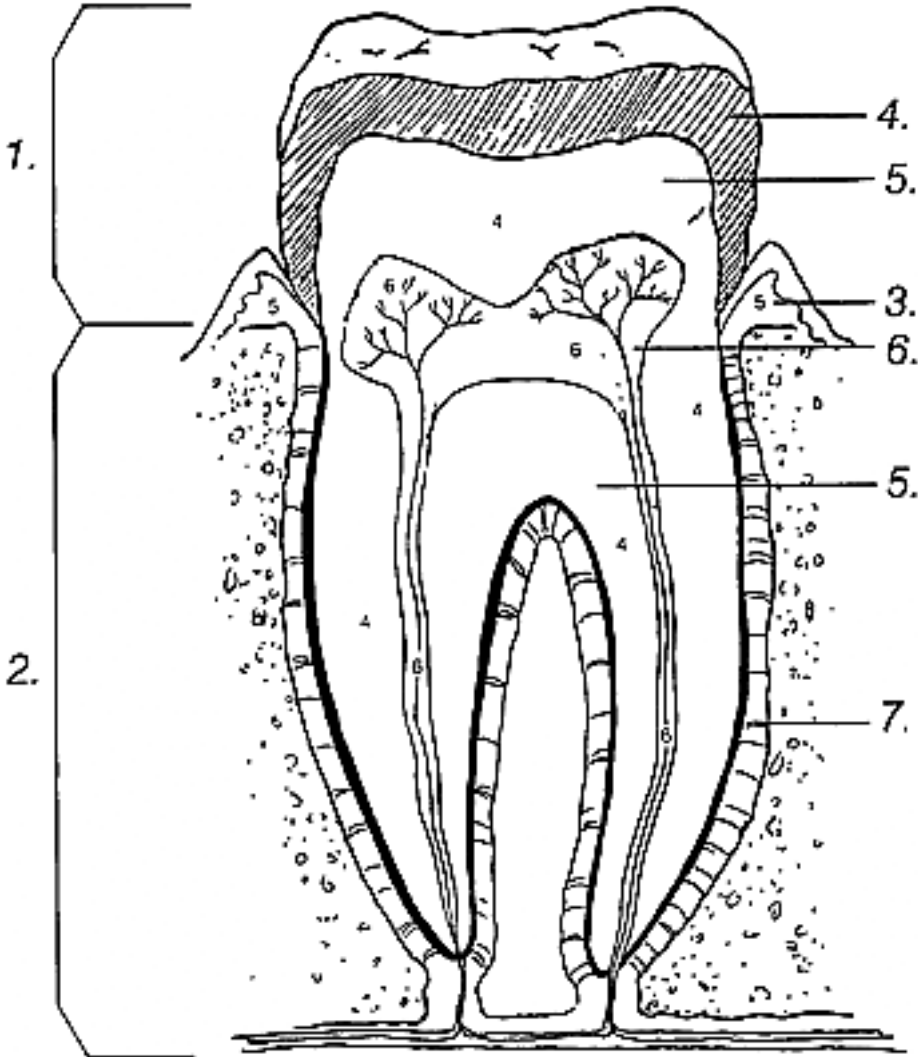
PARTS OF A TOOTH



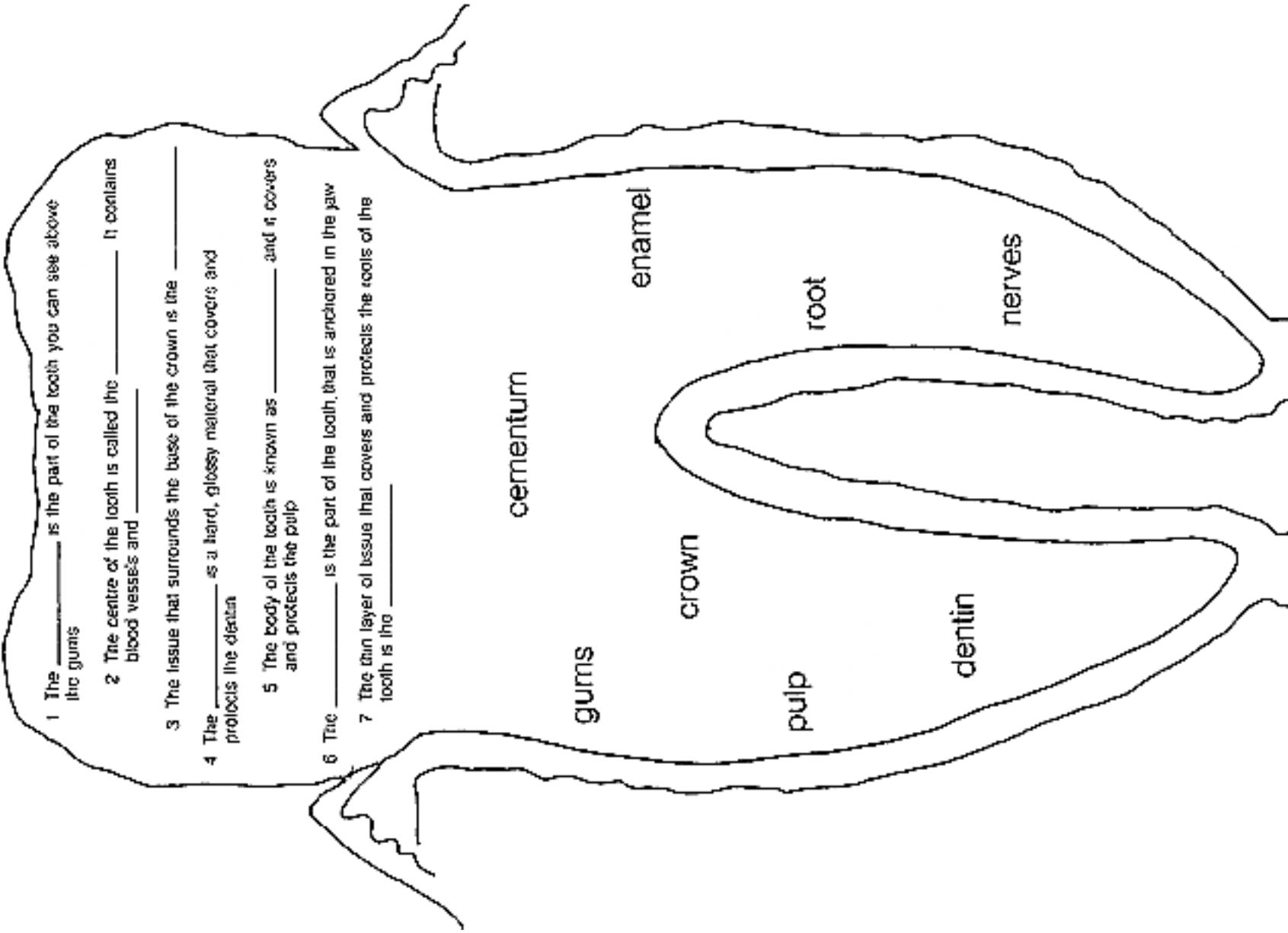
PARTS OF A TOOTH

Directions:

- 1. Colour section 4 blue
- 2. Colour section 5 pink
- 3. Colour section 6 red
- 4. Fill in the names of parts 1-7



TOOTH PARTS Instructions Fill in the blanks with the words listed below



- 1 The _____ is the part of the tooth you can see above the gums
- 2 The centre of the tooth is called the _____. It contains blood vessels and _____.
- 3 The tissue that surrounds the base of the crown is the _____.
- 4 The _____ is a hard, glossy material that covers and protects the dentin.
- 5 The body of the tooth is known as _____ and it covers and protects the pulp.
- 6 The _____ is the part of the tooth that is anchored in the jaw.
- 7 The thin layer of tissue that covers and protects the roots of the tooth is the _____.

DENTAL HEALTH

GRADE: 6


LESSON: 2


THEME: ORAL HYGIENE

CONCEPT: REGULAR PRACTICE OF EFFECTIVE ORAL HYGIENE SKILLS PROMOTES DENTAL HEALTH

PREPARATION: 1. A class set of toothbrushes, hand mirrors, or oral hand mirrors, toothpaste, toothbrushes, floss and disclosing tablets
2. Questions for Hollywood Squares

VOCABULARY:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify behaviours that promote healthy teeth for a lifetime	Students: 1. List behaviours that promote healthy teeth for a lifetime.	Background Information Page - D60 to D61 This is a review of Grade 4, Lesson 2. Brainstorm ways to keep teeth healthy for a lifetime and record student responses on an experience chart. Ways include: <ul style="list-style-type: none">- thorough daily brushing and flossing of teeth- selecting dentally safe and nutritious foods- visiting the dental health worker regularly- visiting a dental health worker after any tooth or mouth injury- using products approved by Canadian Dental Association (bearing the CDA seal) 

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Play Hollywood Squares.</p>	<ul style="list-style-type: none"> - practising dentally safe behaviours around hazards - wearing protective equipment when playing sports - replacing worn toothbrushes <p>Retain this chart for use in Lesson 4.</p> <p>1. Like the T V program "Hollywood Squares", arrange 9 students (stars) in TIC TAC TOE formation. (Involve more students by having two in each square.)</p> <p>Two other students are the contestants, X and O.</p> <p>Another student, or the teacher is the "host".</p> <div style="text-align: center;">  </div> <p>2. Make up a series of questions, or have students prepare questions to test knowledge of behaviours which promote healthy teeth for a lifetime. For example:</p> <p>Name two dentally unsafe foods. How do you know if dental products are good? Name one time when you should visit the dental health worker. Why should you use dental floss?</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate effective oral hygiene skills that promote dental health</p>	<p>3. Practise flossing and brushing at school.</p>	<p>3. Contestant X chooses a square and the host asks the star a question which s/he answers (truthfully or by bluffing). X must either agree or disagree with the star's answer. If X is correct, X gets the square. If not, O gets the square. The game is over when one contestant gets 3 squares vertically, horizontally, or diagonally.</p> <p>4. If questions are repeated, encourage a different response when possible.</p> <p>Review proper flossing and brushing techniques.</p> <p>Divide students into pairs. Have students floss and brush their teeth and then disclose their plaque with a disclosing tablet. Have partners use mirrors to locate areas stained red.</p> <p>Brush and floss again to remove remaining plaque.</p> <p>It is recommended that daily flossing and brushing occur at school to support the home in promoting positive dental health behaviours.</p>

DENTAL HEALTH

GRADE: 6

LESSON: 3

THEME: DENTAL DISEASE

CONCEPT: DENTAL HEALTH PROBLEMS AMONG CHILDREN AND YOUTH ARE TREATABLE AND PREVENTABLE

- PREPARATION:
1. Prior to class invite a dental health worker to talk about dental health problems of children and youth
 2. Prepare an over head transparency of Process of Tooth Decay (Activity Sheet D44)
 3. Prepare a class set of Progress of Tooth Decay (Activity Sheet D45A - Teacher Answer Guide D45B)
 4. Prepare an over head transparency of Gum Disease (Activity Sheet D46)
 5. Props or pictures for Student Activity 7
 6. Prepare a class set of Dental Disease Word Find (Activity Sheet D47A - Teacher Answer Guide D47B)
-

VOCABULARY: caries, alignment, orthodontic problems abscess

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name some common dental health problems of children and youth	Students: 1. Name common dental health problems of children and youth.	Background Information Page - D69 to D71 If possible invite a dental health worker to discuss and show slides of common dental health problems of children and youth. They include: <ul style="list-style-type: none">- nursing bottle mouth- cavities (or cares)- gum diseases- orthodontic problems (alignment – e.g., crooked teeth and poor spacing grinding) Treatment may also be discussed (refer to lesson 4).
ii) define tooth decay, tooth decay process, gum disease and orthodontic problems	2. Define tooth decay. 3. Discuss the tooth decay process.	Use a dictionary and discussion to define the term tooth decay "Cavities", and "caries" are words commonly used to refer to tooth decay. Refer to Activity Sheet D44.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
iii) list some signals of dental health problems	4. Discuss the progress of tooth decay. 5. Discuss gum disease. 6. Define the term orthodontic problems. 7. Discuss signals of dental health problems.	Use the overhead transparency to discuss. Refer to Activity Sheet D45A. Refer to Activity Sheet D45B for answers. Discuss with students how the tooth can be repaired and at what stage. Refer to Activity Sheet D46. Use the overhead transparency to discuss the progress of gum disease. Use a dictionary and discussion to define the term. Orthodontic problems include: <ul style="list-style-type: none"> - overcrowding, crooked teeth and teeth that are out of alignment with each other. This may lead to loss of teeth. - grinding of teeth. Use props, pictures or gestures to stimulate student thinking. Record their responses on an experience chart.
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Signals of dental health problems</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> - toothache - sensitivity to heat and cold - plaque build up - bad breath - bleeding gums - crowded, crooked teeth that are poorly spaced - abscess - cavity </td> </tr> </tbody> </table>	Signals of dental health problems
Signals of dental health problems		
<ul style="list-style-type: none"> - toothache - sensitivity to heat and cold - plaque build up - bad breath - bleeding gums - crowded, crooked teeth that are poorly spaced - abscess - cavity 		

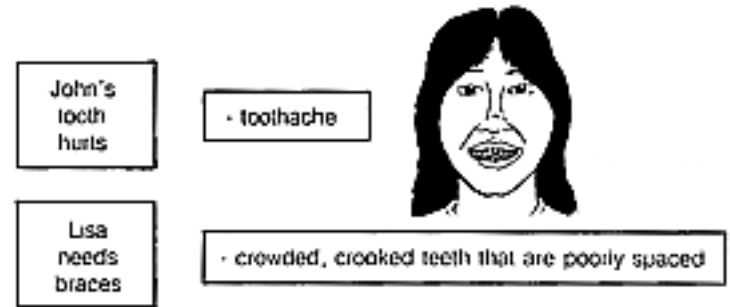
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

8. Complete Dental Disease Word Find worksheet.

For each item on the chart, prepare an index card about a person who has that problem. For example:



Cut the experience chart into strips. Randomly distribute both the index cards and the strips. Students have to find their partner and make oral statements such as, "John's tooth hurts. He has a toothache ", or "Lena just got a filling She had a cavity."

Refer to Activity Sheet D47A.

Refer to Activity Sheet D47B for answers.

PROCESS OF TOOTH DECAY



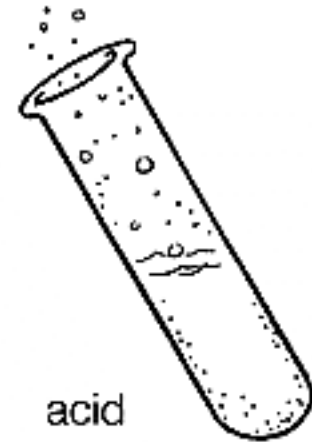
germs in plaque

+

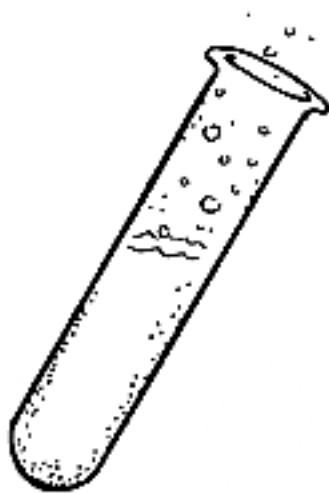


sugar

=

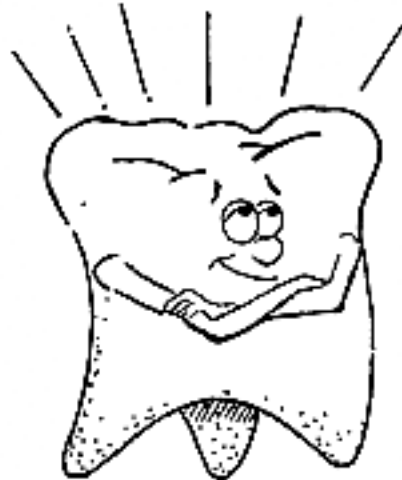


acid



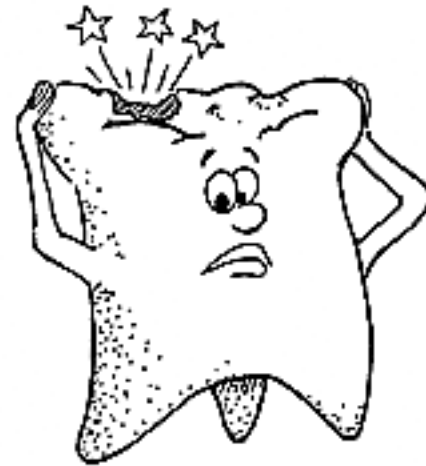
acid

+



tooth

=

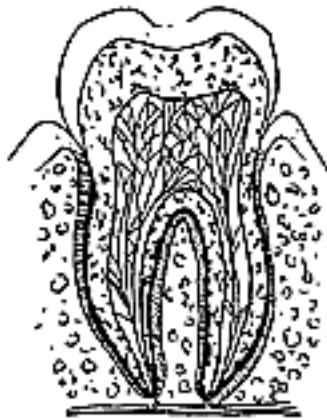


tooth decay

PROGRESS OF TOOTH DECAY

Directions:

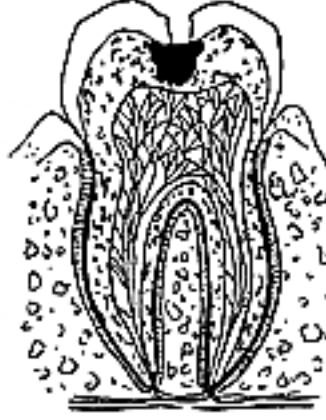
1. Label enamel, dentin and pulp on the good tooth (#1).
2. Briefly describe the progress of tooth decay.



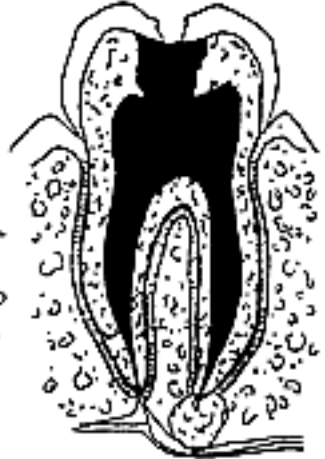
1



2



3



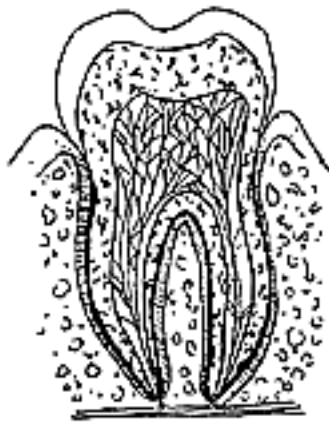
4



5

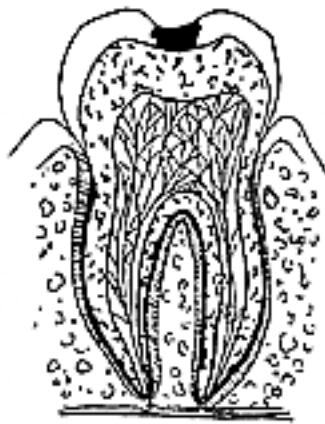
PROGRESS OF TOOTH DECAY

(Teacher Answer Guide)



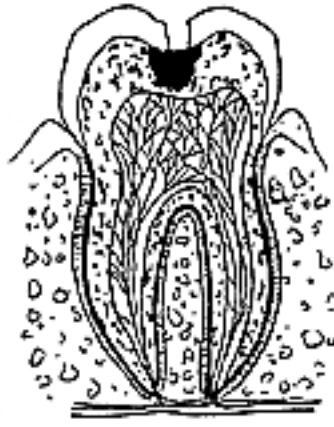
1

- good tooth



2

- germs in plaque
+ sugar
= cavity



3

- decay into dentin
- toothache



4

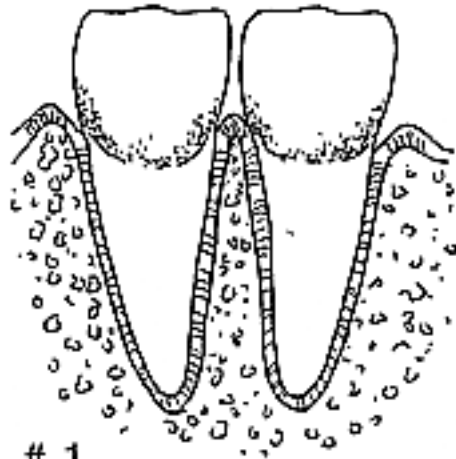
- severe toothache
- decay and abscess



5

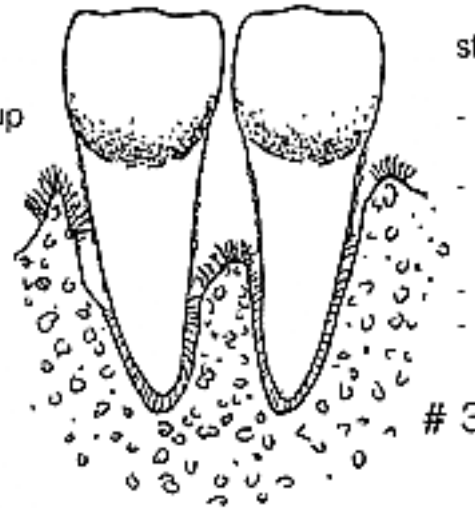
- loss of tooth

GUM DISEASE



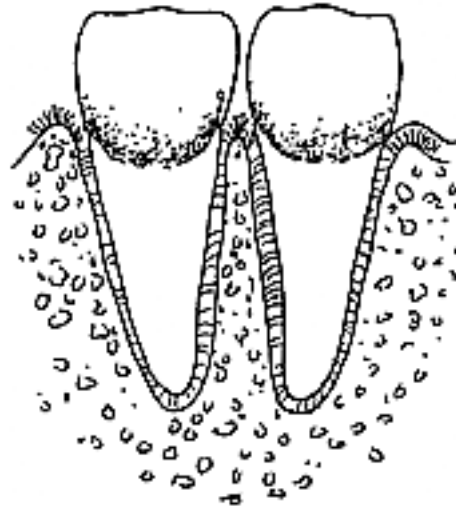
stage 1

- plaque starts to build up
- gums may be red and bleed when brushed



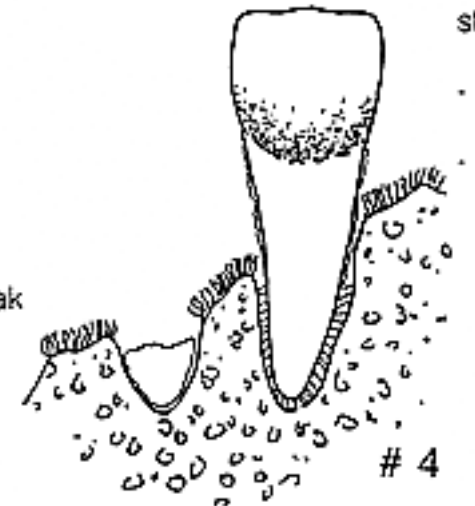
stage 3

- destruction of soft tissues continues
- bone is destroyed leaving pockets between teeth and bone sockets
- teeth are very sensitive
- root is exposed



stage 2

- plaque builds up and hardens
- germs in plaque attack gums
- gums become red and swollen
- the gums begin to break down



stage 4

- bone and gum completely destroyed
- loose teeth, may fall out

2

4

DENTAL DISEASE WORD FIND

Find these words and circle them:

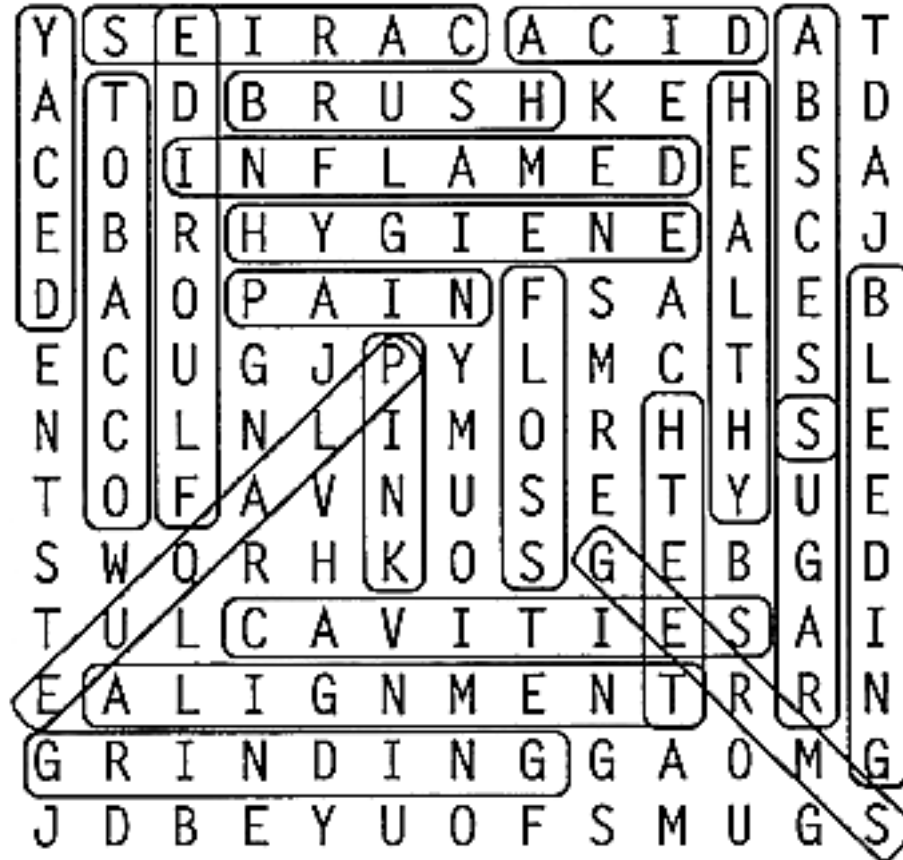
They may be found up ↑, down ↓, across ↔ or diagonally ✕

Y	S	E	I	R	A	C	A	C	I	D	A	T
A	I	D	B	R	U	S	H	K	E	H	B	D
C	O	I	N	F	L	A	M	E	D	E	S	A
E	B	R	H	Y	G	I	E	N	E	A	C	J
D	A	O	P	A	I	N	F	S	A	L	E	B
E	C	U	G	J	P	Y	L	M	C	T	S	L
N	C	L	N	L	I	M	O	R	H	H	S	E
T	O	F	A	V	N	U	S	E	T	Y	U	E
S	W	Q	R	H	K	O	S	G	E	B	G	D
T	U	L	C	A	V	I	T	I	E	S	A	I
E	A	L	I	G	N	M	E	N	T	R	R	N
G	R	I	N	D	I	N	G	G	A	O	M	G
J	D	B	E	Y	U	O	F	S	M	U	G	S

- abscess
- acid
- alignment
- bleeding
- brush
- caries
- cavities
- decay
- floss
- fluoride
- germs
- grinding
- healthy
- hygiene
- inflamed
- pain
- pink
- plaque
- sugar
- teeth
- tobacco

DENTAL DISEASE WORD FIND

(Teacher Answer Guide)



DENTAL HEALTH

GRADE: 6

LESSON: 4

THEME: DENTAL DISEASE

CONCEPT: DENTAL HEALTH PROBLEMS AMONG CHILDREN ARE TREATABLE AND PREVENTABLE

PREPARATION:

1. Prior to class invite a dental health worker to discuss treatments for dental health problems
2. Prepare a class set of Dental Disease worksheet (Activity Sheet D48A - Teacher Answer Guide D48B)
3. Prepare a class set of Healthy Teeth For A Lifetime worksheet (Activity Sheet D49A - Teacher Answer Guide D49B)

VOCABULARY:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) list some treatments for dental health problems of children and youth</p>	<p>Students:</p> <ol style="list-style-type: none">1. Discuss solutions to dental problems. 2. Explain treatments for dental health problems.	<p>Background Information Page -</p> <p>Brainstorm with students solutions to dental health problems.</p> <p>Solutions should include:</p> <ul style="list-style-type: none">- proper brushing and flossing techniques- regular dental checkups- fluoride treatments <p>Have the dental health worker discuss some treatments for dental health problems. Treatments include:</p> <ul style="list-style-type: none">- removal of plaque- fluoride treatments- space maintainers and braces

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) list ways to prevent dental health problems	3. Complete Dental Disease worksheet. 4. List ways to prevent dental health problems. 5. Complete Healthy Teeth For A Lifetime worksheet.	<ul style="list-style-type: none"> - fillings - oral hygiene education Refer to Activity Sheet D48A. Refer to Activity Sheet D48B for answers. Discuss. Review behaviours brainstormed during Lesson 2, Student Activity 1. Refer to Activity Sheet D49A. Refer to Activity Sheet D49B for answers.

DENTAL DISEASE

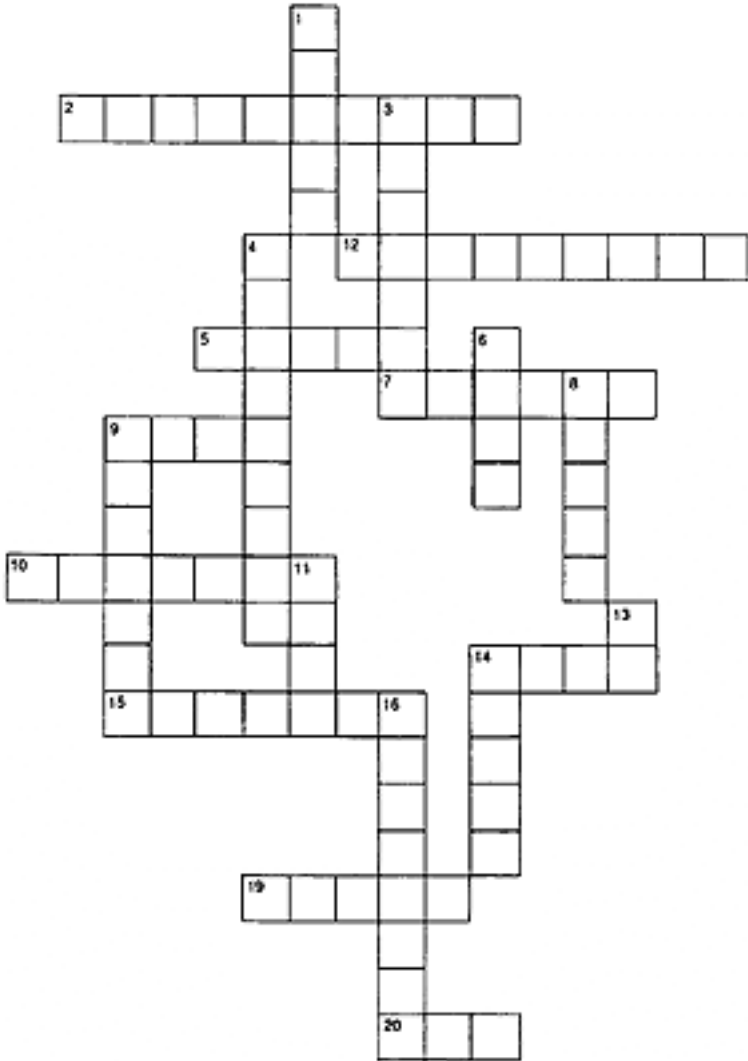
If the statement is TRUE circle T. If the statement is FALSE circle F.

- | | | |
|--|---|---|
| 1. Tooth decay is caused by sweets. | T | F |
| 2. The body can repair decayed teeth. | T | F |
| 3. The body can repair infected gums if helped with daily brushing and flossing. | T | F |
| 4. plaque + sugar = acid acid + tooth = tooth decay | T | F |
| 5. If a tooth is lost and not replaced soon after, other teeth begin to tilt onto the empty space. | T | F |
| 6. The first part of the tooth to become decayed is the pulp. | T | F |
| 7. Plaque causes gum infection. | T | F |
| 8. You can have both tooth decay and gum infection at the same time. | T | F |
| 9. Brushing and flossing on a daily basis is the best way to prevent dental disease. | T | F |
| 10. Tooth decay, gum disease and orthodontic problems are common for children and youth. | T | F |

DENTAL DISEASE (Teacher Answer Guide)

1. False Decay is a result of **plaque** combining with sugar to produce a strong acid which eats away at the tooth structure.
2. False Tooth decay cannot be repaired by the body itself, but requires treatment by a dental health worker.
3. True The body can repair infected gums, just as it can heal other bodily infections, if the person takes good care of himself/herself - by practising good oral hygiene, nutrition, etc.
4. True Decay is a result of **plaque** combining with sugar and producing a strong acid which eats away at the tooth structure.
5. True
6. False The enamel is the first part of the tooth to become decayed, then the dentin. The pulp is eventually exposed unless the process is stopped or the cavity is filled.
7. True Plaque causes both dental decay and gum infection.
8. True 9. True 10. True

HEALTHY TEETH FOR A LIFETIME



ACROSS

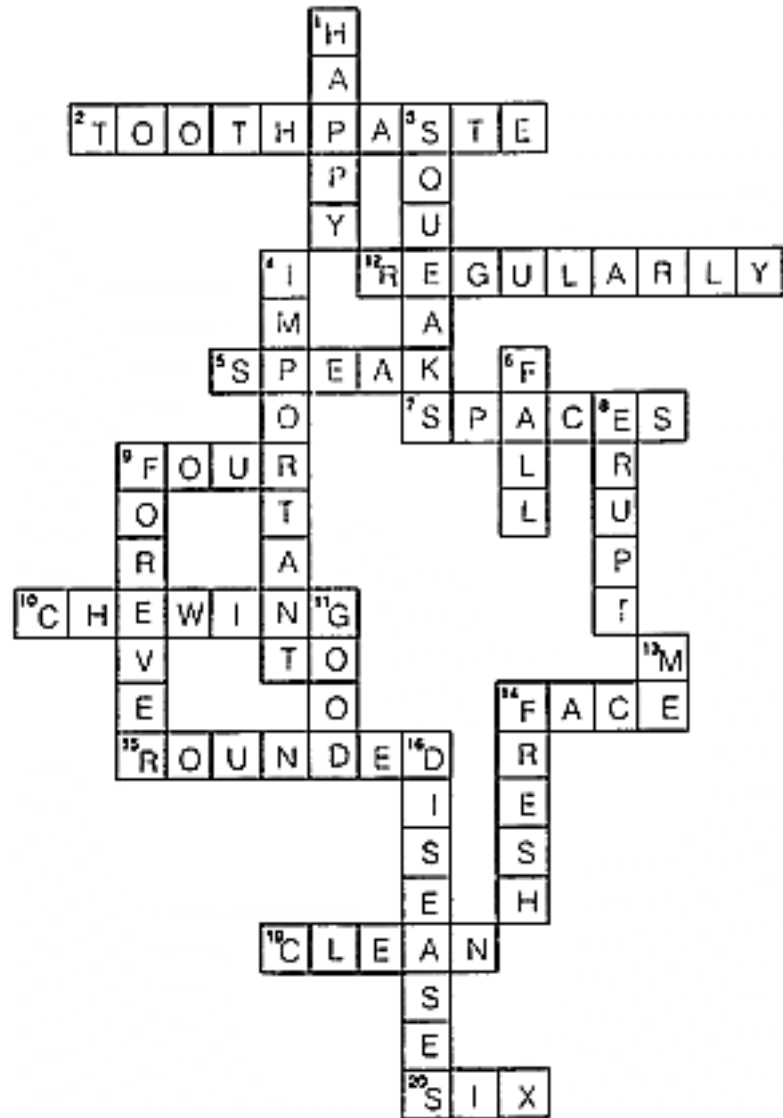
- 2 One way to protect my teeth is to use a fluoride _____
- 5 My teeth help me to _____ properly
- 7 My baby teeth keep _____ open for my permanent teeth
- 10 My teeth help me when I'm _____ my food
- 12 I need to go to the dental clinic _____ for check-ups
- 14 If I lost my teeth, it could change the shape of my _____
- 15 The bristles on my toothbrush should be soft and _____ at the tips
- 19. My teeth look and feel better when they are _____
- 20 My first permanent molar was the _____ year molar

DOWN

- 1 When I have clean and healthy teeth and gums, I feel _____
- 3 When I floss my teeth, I know they are clean when the floss _____ against them
- 4 My teeth are _____ to me.
- 6 I know if gum disease occurs, teeth can _____ out
- 8 It is best if I can keep my baby teeth until the permanent teeth are ready to _____.
- 9 If I brush and floss each day, I should have healthy teeth and gums _____
- 11 My teeth make me look _____
- 13 The only person who can keep my teeth clean every day is _____
- 14 Proper brushing and flossing keeps breath _____
- 16 Cavities and bleeding gums are dental _____ that I can help prevent

HEALTHY TEETH FOR A LIFETIME

(Teacher Answer Guide)



DENTAL HEALTH

GRADE: 6

LESSON: 5

THEME: LIFESTYLE

CONCEPT: THE PREVENTION OF DENTAL HEALTH PROBLEMS IS A PERSONAL RESPONSIBILITY

- PREPARATION:
1. Materials for a bulletin board display
 2. Prepare a class set of Personal Dental Health Habits (Activity Sheet D50)
 3. Prepare a class set of Promoting Positive Dental Health Habits (Activity Sheet D51)
 4. Prepare a class set of Progress (Activity Sheet D52)
-

VOCABULARY:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) explain the importance of dental health to total well-being	Students: 1. Discuss the importance of dental health to a person's total wellbeing.	Background Information Page - Divide students into two groups to brainstorm reasons why dental health is important. Have each group report its answers using the sentence pattern: Dental health is important because it - helps teeth last for a lifetime - prevents dental problems and disease - prevents pain - freshens breath - maintains a person's appearance and facial shape - helps with food digestion - helps with proper speech

OBJECTIVES

STUDENT ACTIVITIES

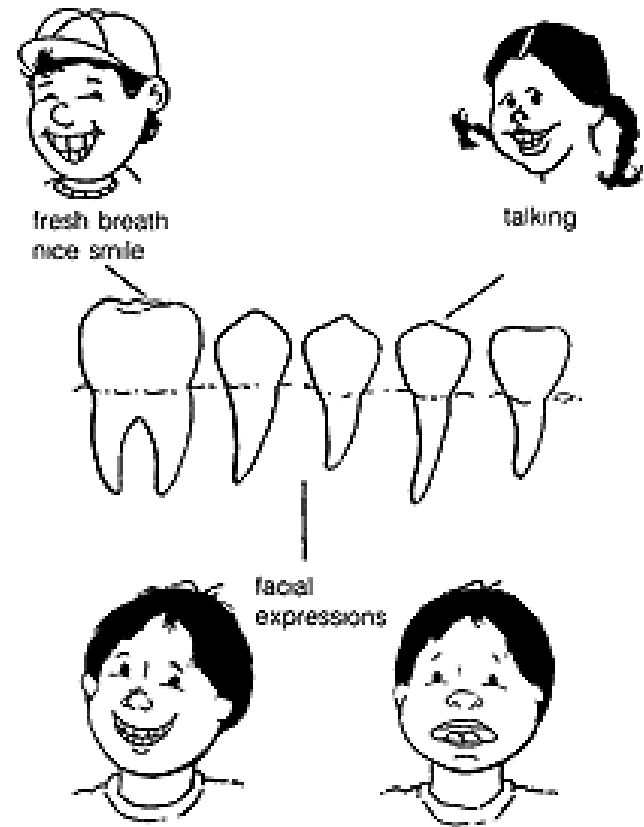
TEACHER NOTES

2. Prepare a bulletin board display to reflect the importance of healthy teeth.

The bulletin board should include points from the previous activity.

Divide students into groups and have each group prepare a collage for one section of the display.

Importance of Healthy Teeth



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) assess personal dental health habits</p> <p>iii) design a personal dental health action plan to promote health</p> <p>v) evaluate the effectiveness of the program</p>	<p>3. Complete Personal Dental Health Habits worksheet.</p> <p>4. Select a behaviour that promotes positive dental health habits.</p> <p>5. Practise a personal dental health program for a given time period.</p> <p>6. Describe the degree of success of his/her program.</p>	<p>Display in the classroom, school, dental clinic or nursing station.</p> <p>Refer to Activity Sheet D50.</p> <p>Refer to Activity Sheets D50 and D51.</p> <p>Have students select a personal behaviour that should be improved.</p> <p>Refer to Activity Sheet D51.</p> <p>Help students to select realistic goals. For example, "I will stop eating sweets after school for one month," not "I will eat fewer sweets".</p> <p>Refer to Activity Sheet D52.</p>

PERSONAL DENTAL HEALTH HABITS

Instructions: Check ✓ the answer that most accurately describes your behaviours.

Yes	No
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. I brush and floss my teeth thoroughly each day.
2. I practise proper toothbrushing and flossing.
3. I usually eat snacks that are not sticky and sweet.
4. I wear a mouth guard or face mask if necessary when playing sports.
5. I do not put harmful objects in my mouth.
6. I use a fluoride product daily, or I drink fluoridated water.
7. I rinse my mouth with water after eating if I cannot brush.
8. I have regular dental check-ups.

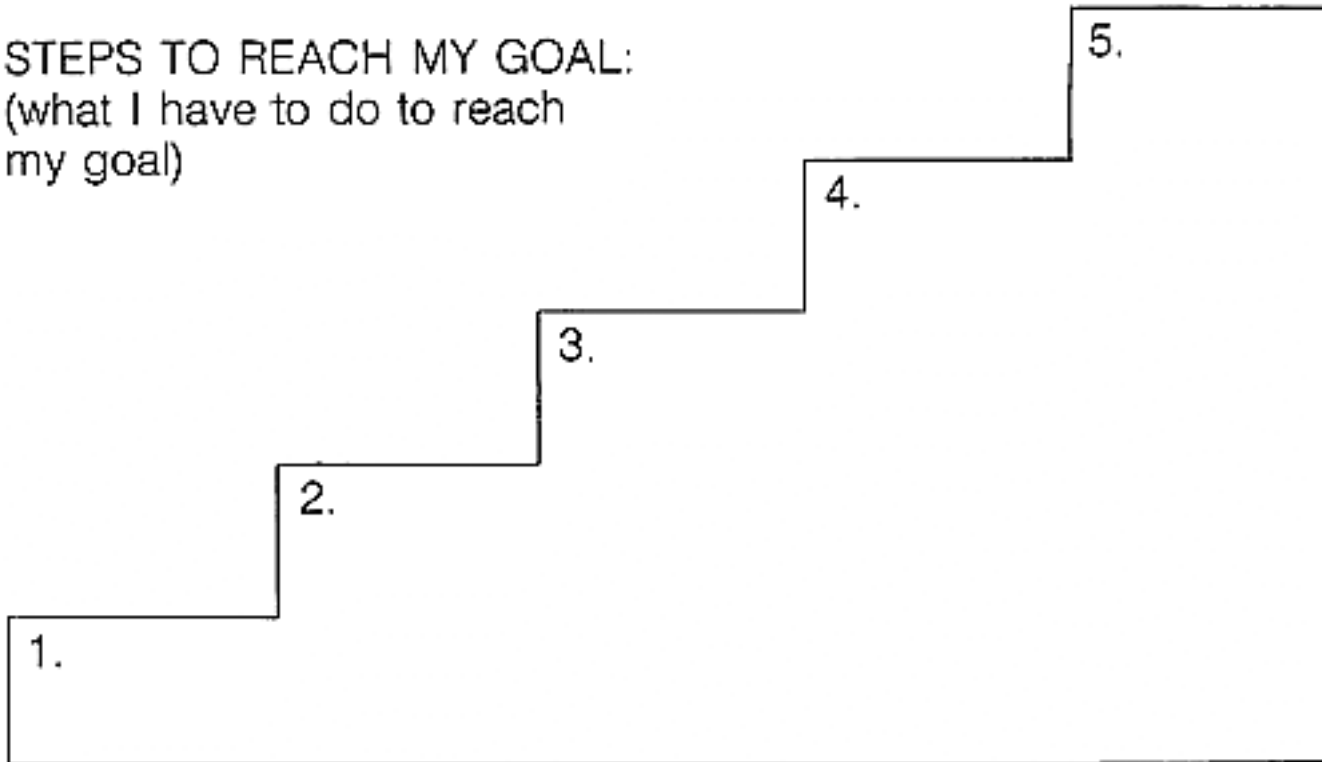
PROMOTING POSITIVE DENTAL HEALTH HABITS

Choose one thing that you can do personally to improve your dental health.

MY GOAL: _____

WHY I CHOSE THIS GOAL: _____

STEPS TO REACH MY GOAL:
(what I have to do to reach
my goal)



SUPPORT I NEED
TO REACH MY
GOAL

PROGRESS

(Chart your daily progress)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							

HOW DID I DO?

(Summarize your progress and assess how well you did.)
